

Educational development in Kashmir since 1948- A case study of secondary education in District Anantnag (Jammu and Kashmir)

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Abstract

Secondary education is the second largest tier of education after primary education. It is most important stage not only because being an intermediary stage between primary and higher education but also because it prepares the students for the specialisation and professionalization of education. The present paper focuses on the overall qualitative and quantitative progress in secondary education in district Anantnag in south Kashmir. The paper is an attempt to trace the development of secondary education of the area in post 1948 when the state became under Indian administrative control. The history of public and the private sector in the secondary education system has been analysed and a comparison of the two has been made which conveys a grim picture of the government controlled overall educational sector in general and secondary education in particular. The researcher by making use of the primary sources with thoughtful insights from secondary works has made an in-depth study and tried to penetrate deep down into the soil of secondary education of the district Anantnag.

Keywords: Educational Development, South Kashmir, Higher Education, Anantnag

Introduction

Secondary education works as a bridge between primary and higher education and thus assumes a great importance in the nation's scheme of education. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children aged 14 to 18, 88.5 million children according to the Census, 2001. In 1948 the overall condition of education in Kashmir was only in name and the district of Anantnag was not an exception in it. It was only after accession with India that some efforts were made to enlarge and extend the sphere of education in the valley which progressed slowly and reached up to the present level. Secondary level is also important as it is in this level where the literacy rate is rated. It is because of the progress in this level of education that Jammu and Kashmir in literacy rate is now a day's near to all India level in literacy.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the "Rashtriya Madhyamik Shiksha Abhiyan". A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education but which was converted into Inclusive Education at Secondary Stage. Another notable special programme, the *Kendriya Vidyalaya* project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the *Kendriya*

Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

Objective

The following objectives were formulated for the present study:

1. To study the various private secondary institutions engaged in providing education in District Anantnag.
2. To study the various public secondary institutions engaged in disseminating education in District Anantnag.
3. To study the various private and public higher secondary institutions engaged in disseminating knowledge in District Anantnag.

Data Base

The data for the present study was collected in the following institutions:

1. State Board of School Education, Srinagar.
2. Directorate of School Education, Srinagar.
3. Directorate of Statistics and Economics, Govt. Jammu and Kashmir, Srinagar.
4. Chief Education Office, Anantnag, Kashmir.

The investigator also studies various books, magazines, newspapers, periodically etc, about the growth and development of Secondary Education in District Anantnag, Kashmir.

Primary Data

Primary data was collected in almost all the educational zones with the use of designed information blank. The information was also collected from different educational offices of the district Anantnag of South Kashmir region.

Secondary Data

Secondary data was collected from various books, journals, newspapers, magazines and the works of other scholars who have done research earlier in this area. Websites which contain lot of materials on educational development of Kashmir as well as the Anantnag district of South Kashmir region help a lot to easy access. Besides that secondary data was also collected from the CEO and ZEO's Offices, Digest of Statistics, Directorate of Economics and Statistics, Government of Jammu and Kashmir and Census Hand Books of J&K.

Tools and Techniques

The data for the present study was collected through Information blank. Following tools and techniques were employed for the present investigation:

1. **Information Blank:** was used to collect the data decade-wise along with their total enrollment, gender-wise enrollment, total No. of teachers, gender-wise teachers from different Educational Offices.

Analysis and Interpretation

Table 1: Showing the total No. of Secondary Schools in District Anantnag. (1948 – 2013)

Year	Public/ Private	Secondary Schools						
		Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female
1948	Public	20	3030	2964	66	145	145	0
	Private	2	228	203	25	19	25	0
1951	Public	27	5500	5311	189	243	243	0
	Private	2	220	201	19	20	81	0
1961	Public	36	7300	6980	320	420	403	17
	Private	02	238	211	27	21	101	0
1971	Public	40	10700	9645	1055	525	484	41
	Private	04	815	670	45	41	137	0
1981	Public	31	9120	7608	1512	434	378	56
	Private	06	1621	1356	265	72	66	6
1991	Public	63	17710	14810	2900	630	510	120
	Private	24	5547	3423	2124	270	209	61
2001	Public	96	19790	11795	7995	1170	880	290
	Private	37	10678	6152	4526	434	346	88
2011	Public	109	23760	13158	10602	1532	1002	530
	Private	49	13104	6645	6459	511	392	119
2012	Public	115	24920	13311	11609	1612	1072	540
	Private	51	14796	7423	7373	531	410	121
2013	Public	115	24281	13214	11067	1667	1105	562
	Private	51	14688	7701	6987	533	411	122

Source: Field Survey

The above table shows the number of Secondary schools in the District of Anantnag in the South Kashmir region. We can observe that there has been an increase in the enrolment of female students in the Secondary schools from 1448-2013 which shows a changing trend in the society where a girl

Childs education is equally valued as a boy getting education. This trend is also reflected in the number of female teachers in the Secondary schools. We can also observe that there has been a continuous growth in enrolment on both the public and the private sector.

Table 2: Showing the total no. of Higher Secondary Schools in District Anantnag (1948 - 2013)

Year	Public/ Private	Higher Secondary Schools						
		Total no. of schools	Total Enrolment	Male	Female	Total No. of Teachers	Male	Female
1948	Public	3	684	667	17	27	27	0
	Private	0	0	0	0	0	0	0
1951	Public	3	704	613	91	31	31	0
	Private	0	0	0	0	0	0	0
1961	Public	5	856	760	96	75	75	0
	Private	0	0	0	0	0	0	0
1971	Public	12	2201	2079	122	137	123	14
	Private	1	260	221	39	12	12	0
1981	Public	10	2925	2605	320	210	189	21
	Private	1	280	217	63	13	13	0
1991	Public	22	5600	4872	728	336	299	37
	Private	5	1080	789	291	58	51	7
2001	Public	36	14430	8737	5693	498	401	97
	Private	9	2130	1512	618	122	99	23
2011	Public	42	20330	12813	7517	847	623	224
	Private	13	1810	1086	724	137	110	27
2012	Public	42	20960	12716	8244	867	628	239
	Private	13	1615	889	726	139	101	38
2013	Public	45	22194	13157	9037	898	657	241
	Private	13	1813	1085	728	147	105	42

Source: Field Survey

The above table shows the statistics about the Higher Secondary schools in the District of Anantnag in the South Kashmir Region. We can observe that there has been an increase in the enrolment of female students in the Higher Secondary schools from 1948-2013 which shows a changing trend in the society where a girl Childs education is equally valued as a boy getting education. This trend is also reflected in the number of female teachers in the Higher Secondary schools. On a close observation while comparison with the earlier table referring to the Secondary schools we can observe that the level of dropouts is high particularly among the girls when they go to the Higher Secondary Schools.

Conclusion

The investigator divided the secondary education in to two levels lower secondary and higher secondary. The investigation made it evident that the overall position in both the levels of the secondary education sector is same. The overall condition of the private sector is far better than the public sector. In the lower secondary schools, the enrolment on a per school basis is more in private as compared to the public schools. This higher enrolment is because of the fact that the private schools have higher pass percentage at as compared to public sector besides the private sector has provisions for co-curricular activities and they are strictly followed in letter and spirit while as in public schools these provisions are always confined to unimplemented laws. Same is the case with higher secondary schools, so far as the quality of education is concerned. Even though quantitatively the public higher secondary schools are more in number as compared to private sector but quality again suffers in public sector. Against thirteen private higher secondary schools the district is having forty five public institutions. The less growth in private higher secondary schools is because of the fact that there are large avenues of private tuition in higher secondary level and it is easy for the students to make a formal admission in government institution which is always less expensive because of fee etc and then avail the private tuition easily.

Suggestion

The following suggestions are recommended for the above mentioned educational sector.

1. The quality of the education in the public secondary and higher Secondary schools needs to go up.
2. The system has to made more accountable and the teachers should be barred from taking up private tuition classes and also improve their quality of teaching in the classrooms.
3. To establish a system wherein the pass percentage of the students can be used to give suitable rewards to the teachers and also to give them adequate feedback and inputs in their teaching
4. The Government should take steps to reduce the drop out percentage happening when students take admission into secondary and higher secondary levels. Special emphasis should be made to get more girl children to complete their higher secondary education.

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